

*bridging strategy, technology and customer experience*

November 1, 2005

**eWiSACWIS Communications  
Audit**

**TMG/Evantage Consulting**

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## Background

An outcome of the eWiSACWIS end user site visits conducted in July and August was to conduct a Communications Audit focusing on the information flow between the eWiSACWIS technical staff and end users in four key communication scenarios: day-to-day inquiries, new releases, new users and system outages. In addition, the readability of system generated documents was assessed. This report outlines the audit findings (see Communication Audit Plan for details).

## Key Findings and Recommendations

### Key Findings

- The responsibility for communication is decentralized; there is no explicit communication lead or individual with communications expertise.
- Communication to front-line staff is largely dependent upon supervisors.
- Email list management (outside of system-generated communication) is a decentralized and manual process.
- Communication is geared toward super-users and technical staff.
- Communication focuses primarily on responding to system issues, but in order for users to be effective in their positions, they also need to understand the policy.
- Communication is event-driven and reactive.
- It is important to continue to deliver information through multiple channels due to the diversity of users.
- In-person, face-to-face communication by both county and state staff is perceived as high value; it is the preferred method of getting inquiries resolved and receiving training.
- The credibility of communication increases when the source of the communication is closest to the user.
- The readability of system-generated documents is not effective for end users including county staff, clients and judges.

### Recommendations

- Identify a communication lead to coordinate a multi-channel communication program on an ongoing basis.
- Move toward an automated, user-driven communication model, based on a users' role, security profile and individual needs.
- Structure communication to provide "need to know" information first. "Nice to know" information should be offered as an optional link or positioned further down the message.
- Identify web metrics to monitor online resources to better understand user behavior and measure progress in enhancing the ease of use of the communication resources.
- Develop online resources that are user focused.
- Schedule and deliver refresher training and system updates on an ongoing basis.
- Support workers need to understand both the policy and the system.
- Use face-to-face communication (e.g., in-person training) to deliver high value communication and reinforce written and online communication.
- Leverage the credibility of county technical staff, super users and county contacts.
- Establish a team and a process to revise system generated documents to increase the effectiveness and efficiency of end users while achieving program objectives.
- Consider alternative communication tools as new options arise and needs change.

# Key Communication Scenario Analysis

## Day-to-Day Inquiries

Users have a strong preference to solve day-to-day inquiries through human interaction. A county manager explained:

*Because we're social workers, we're people people. We would rather seek out people than research something online. The way that we deal with any issue is to naturally seek out peers. If that doesn't work then we talk to a super user or supervisor. Then we call the help desk. This is the same thing with practice issues. We don't spend time looking on the web.*

Users follow a common pattern to resolve their inquiries:

1. Try to figure it out by "clicking around."
2. Talk to a peer, super user, supervisor, county contact, county IT staff or state staff person. In some counties contact with state staff is controlled so that they do not inundate the state with inquiries.
3. Locate and review onsite materials.
4. Call the Help Desk.
5. Locate and review online resources through the Knowledge Web or Web-based training.

### Considerations/Issues

#### Peers, Super Users, County Contacts & County IT Staff

- Users who are more accustomed to working with technology are able to problem-solve more efficiently.
- Using peers, super users and county contacts to resolve day-to-day inquiries may perpetuate others' poor system interaction habits.
- Counties have different approaches to supporting end users based on their unique needs, technical expertise and resources.
- The way that counties deliver services affects how much a user needs to know about the system. Counties that assign workers to focus on a specific function such as Intake or Ongoing results in end users needing to learn a narrower portion of the system. Counties that assign workers to multiple functions must learn a much broader set of system functions. These are typically smaller counties with more limited technical resources and fewer staff. The situation is exacerbated because a worker may encounter a situation infrequently and may therefore not recall how to perform it in the system.

#### Help Desk

- County IT staff and managers offered generally positive comments about the Help Desk.
  - The Help Desk staff has a significant amount of system expertise, while social workers may not. This has resulted in callers not being able to explain their problem in a useful way to Help Desk staff and callers not understanding the solution offered by them.
  - Some county staff perceived that they got "better treatment" when they told the Help Desk they were a supervisor than when a front-line worker called the Help Desk.
- Help Desk volumes run between 35 and 50 calls per day. Inquiries come in through telephone as well as via email. Responses to inquiries are delivered either via telephone or email, whichever the caller prefers.
- The Help Desk attempts to recreate the issue the caller has in order to understand and resolve the issue.
- The Help Desk does not answer policy questions.

- For the period, February 2003 to February 2005, 75 percent of the calls were resolved in one day or less and 25 percent were resolved in two or more days.
- Some users call the Help Desk and then give the name of their IT resource as follow-up contact. The IT resource then follows up and reports back to the user(s).

### Knowledge Web

- County staff indicated that front line users generally do not use the Knowledge Web.
  - The information is geared more toward a super user's knowledge of the system.
  - The information is too long.
  - It is perceived to be time consuming and confusing to use.
  - The search function is hard to use and does not return helpful results.
  - It is difficult to locate information on the Knowledge Web.
- Super users and designated county contacts indicated that they find the information on the Knowledge Web useful when they have an opportunity to look at it.
- WebTrends information for July and August 2005 provides insight into the use of the Knowledge Web:
  - A large percentage of workers (47.79%) did not view anything but the page on which they entered the site.
  - Over 79 percent of the visitors clicked on one or fewer pages.
  - Over 85 percent of the visits were of duration of one minute or less.
  - Less than 20 percent of visitors arrive at the site's home page. The top five entry pages on the site where:
    1. Knowledge Web Homepage
    2. Federal Reports Dashboard
    3. OCX Installation
    4. WiSACWIS Statewide Implementation
    5. Batch Runs and Reports
  - The top five most downloaded files for July and August 2005 were:
    1. User Guide eW Reports
    2. PLCM Manual
    3. Install Tablet Document
    4. OC-PEP Report Op Memo
    5. AFCARS Error Correction Guide

### Suggestions

- Assess the ease-of-use of the Knowledge Web and make changes over time to ensure that this support tool is helpful to both super users and front-line workers.
  - The Knowledge Web should be organized to comply with how users would logically organize and seek out information.
- Ensure that online resources are up to date.
- Use web analytics to understand and measure how and what users are doing online.
  - Long term, investigate the capabilities of having users rate the effectiveness of an online resource page. Below is an example of how Microsoft allows users to score online resource pages:

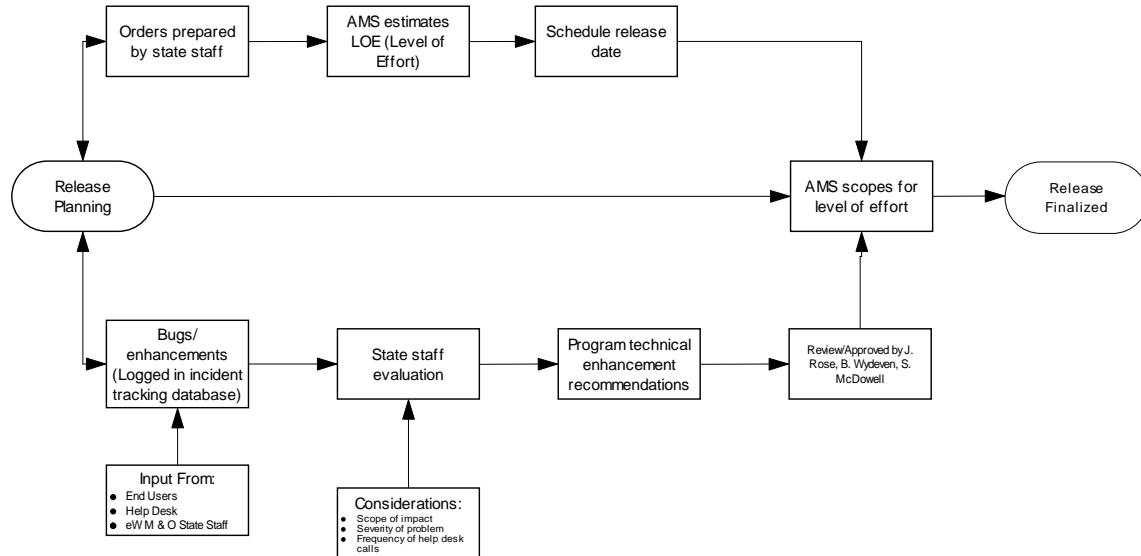
#### Was This Information Useful?

- Build awareness among Help Desk staff that callers have varying levels of expertise and then structure their responses to callers' inquiries accordingly.
  - Survey a selected number of Help Desk callers on an ongoing basis to find out if the Help Desk response was helpful to them.

## New Release

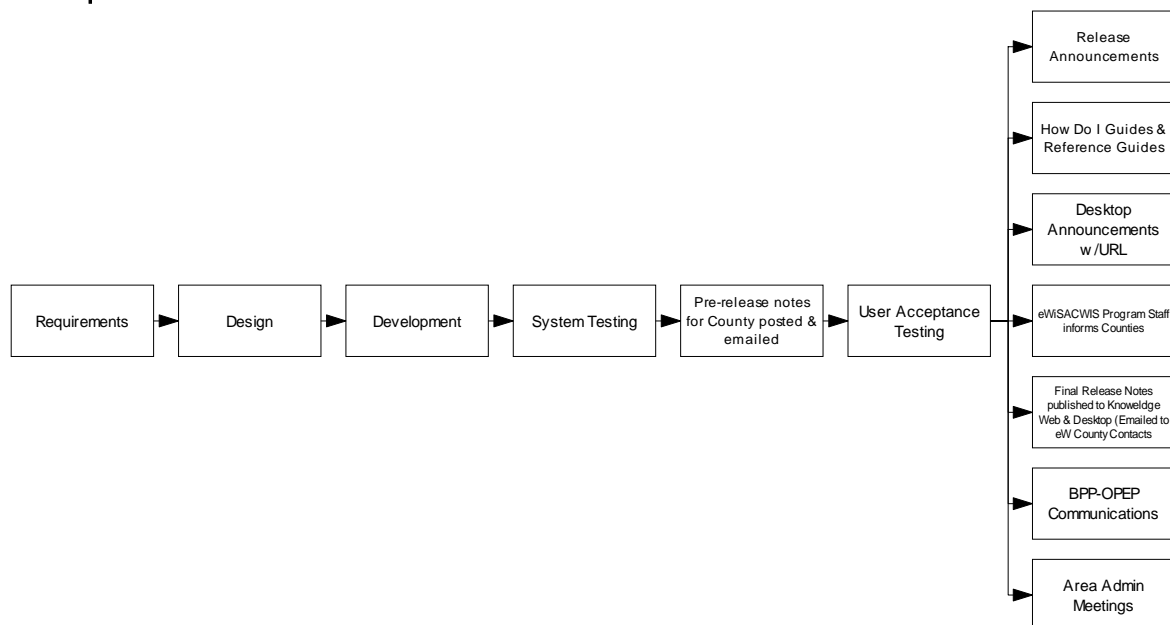
### Release Planning

Below is a diagram of the release planning process.



There are two primary activities that occur in the release planning process. One set of activities focuses on implementing changes in eWiSACWIS as a result of program changes. The other set of activities focuses on resolving system issues identified by the eWiSACWIS team, super users and end users. The activities occur in tandem and are driven by the budget and release schedule.

### Development Process and Release Communication



## Considerations/Issues

- Policy decisions drive system modifications. Policy decisions are communicated through separate channels. Users do not always distinguish between policy and system issues.
  - Changes to the eWiSACWIS system may be the first tangible indication of a policy change to end users.
- Release Notes are developed by the same staff who is also responsible for quality assurance (Q/A). This may result in less time being available to develop them.
- Release Notes are developed by multiple individuals depending on who is assigned to a portion of system functionality.
- Release notes are developed without looking through the lens of “so what does that mean to the end user?” As a result, end users may not pay attention to them.
- In some counties, when a new release causes a change in functionality, an IT contact will go directly to users and inform them of the change. In other counties super users or designated county contacts do this. In yet other counties, this activity is not performed.
- The Knowledge Web plays a significant role in storing and serving information regarding new releases. However, end users do not find the information in the Knowledge Web helpful because it is geared for users with a greater understanding of the system such as the expertise of super users and county contacts.
- The Help Desk plays a supporting role of explaining system changes after a new release is implemented.
- The readability levels of the most current Release Notes (see page 23) are:
  - Flesch Reading Ease: 44.
  - Flesch Kincaid Grade Level: 12.0

## Suggestions

- Write Release Notes with the end user in mind.
  - Include screen captures of pages that have changed.
  - Prioritize items in the Release Notes. Changes that do not impact users' ability to get their jobs done could be grouped separately from those that do.
  - Group changes by key tasks (i.e., Access, Ongoing, or a set of groups suggested by end users.)
  - Aim for document readability levels of:
    - Flesch Reading Ease: 60 to 70
    - Flesch Kincaid Grade Level: 7.0-8.0
- Consider structuring the Release Notes with separate categories for front-line workers, super users and supervisors.
- Consider providing demos of key release features. The demos could either be on a CD or in a demo space allocated on the system (similar to a pre-production environment).
- Cross-reference Release Notes with policy updates/ explanations.
- Consider the possibility of providing links to the Release Notes on the page where the change is made in the system.
- Consider providing policy and system training in tandem for key policy and system changes.
- Deliver a Webcast focusing on key changes within a release. Include a link to the Webcast in all subsequent communications.
- Consider having county technical staff, super users and contacts lead the effort to communicate/train users on new releases. The responsibility could be rotated among county regions. A number of counties currently provide briefings to their workers. This information could be distributed through a combination of Webcasts, emails and the Knowledge Web.
  - Keep Webcasts short (30 minutes) so that users don't feel that they have to set aside large blocks of time.
  - Have a follow-up Webcast 5-10 days after the changes are implemented to field questions.
- Consider staging the effective date of program changes to be one week before the system changes are implemented so that there is time to learn about the changes.

- Continue to conduct a New Release session at the PAW/TAW. Structure the session to differentiate between front-line worker needs versus technical and super user needs. Use the session to get feedback on how system changes may affect end users prior to release, so that they can be addressed through other communication channels.

## New User

Educating new users on eWiSACWIS is county-driven, with the supervisor playing the primary role as trainer. The counties use a combination of hands-on training supported by peers, super users and supervisors, along with online support (Web-based training, Knowledge Web and reference guides). Training provided by county liaisons supplements their efforts. Some counties have developed training protocols for bringing users up to speed on the system.

The training provided by state staff is viewed as very valuable. County liaisons have both system and program knowledge and are skilled at addressing a wide range of system issues. Training sessions vary depending on the needs expressed by the county staff. They will work one-on-one with staff or deliver traditional stand-up classroom training. Training from county liaison staff is seen as most valuable after a user has had a chance to work with the system for a period of time or as refresher training for all staff.

## Considerations/Issues

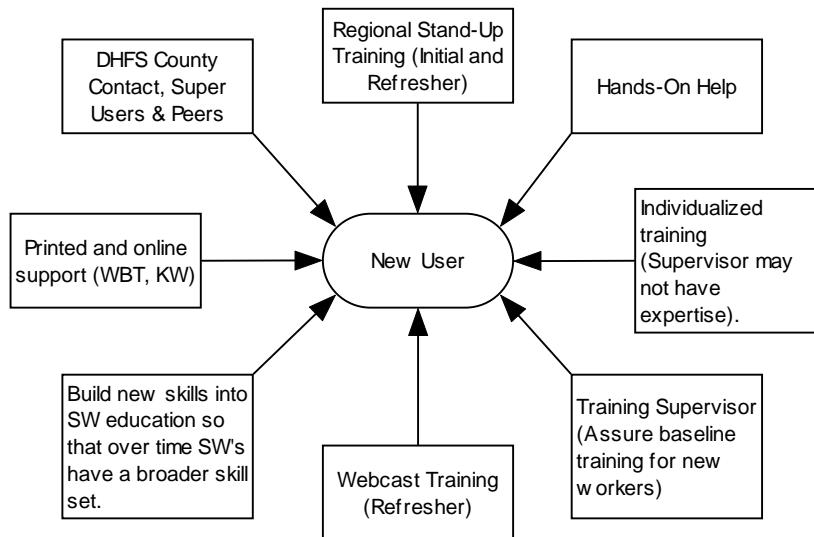
- Users who are inexperienced or uncomfortable with technology find learning eWiSACWIS difficult. Users who have technical experience/backgrounds or are comfortable with technology are more comfortable with the system.
- Web-based training (WBT) is viewed as a practical way for new users to learn the system.
  - Some staff indicated that portions of the WBT are out of date.
  - While helpful, some users find web-based training incompatible with their own learning style.
  - Web-based training supports supervisors who cannot spend all of their time training a new user. They will alternate spending time with a new user and having them work through WBT modules.
  - WBT focuses on system functionality without providing program context for users.
  - A number of county staff uses WBT as a reference when they have a question about the system.
  - Some supervisors were not aware that WBT offered training for supervisory functions within the system.
- The system enforces a work process that may not match many users' personal work style. As a result, they may find it conflicting with their natural work patterns and habits. For example supervisors may be accustomed to reviewing a stack of items for approval every couple of weeks. This causes workflow back-ups in eWiSACWIS.
- During the communications audit discussions, no one mentioned the use of online help within the tool. It would appear that this support tool is not viewed as helpful.
- Webcasts were discussed as a way to deliver stand-up training without the expense of travel for either state staff or county workers. The sessions could also be viewed by those who were unable to attend a session due to scheduling conflicts. This option was appealing to some and quite unappealing to others. Additionally some counties do not have the ability to view Webcasts. If they want to watch one, they need to drive to an adjacent county.

## Suggestions

- Consider structuring online support to address the needs of two different user groups: super users and front-line workers.
- Consider revising the web-based training to train users within the context of a typical case. At the outset of the training, a user is given a sample case that they work through as they progress through the training modules.



- Investigate opportunities to link to policy information that correlates to activities/processes within eWiSACWIS.
- Keep WBT current.
- Provide multi-channel support to both new and current users of the system.
  - Establish a training team to clarify the training roles at the county and state level.
  - Consider the needs for both initial system training and refresher training.

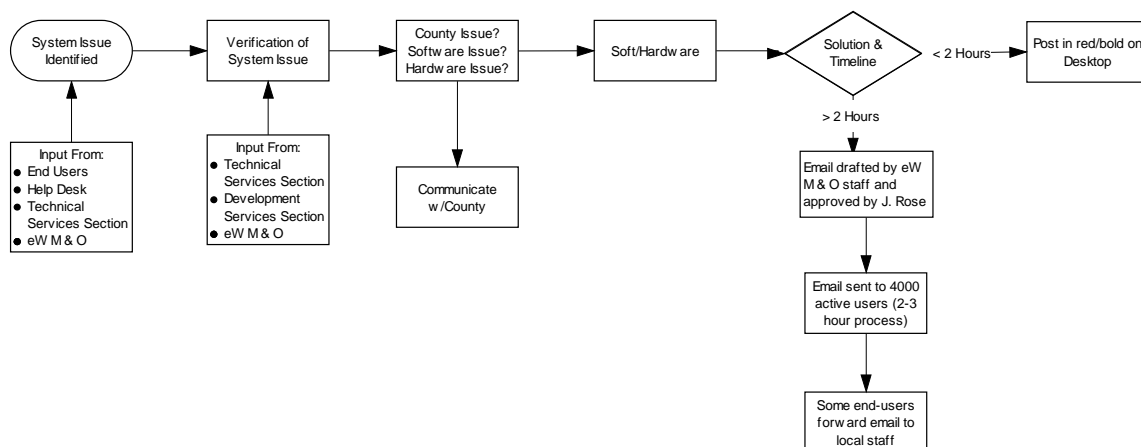


This diagram was developed by a team in one of the communications workshops to illustrate the support that new users would ideally receive.

## System Outage

When an incident occurs that results in users not being able to gain access to the system, the eWiSACWIS maintenance and operations staff needs to identify, verify and then communicate the status of the system to all users.

### Communication Flow



The eWiSACWIS team takes the following steps:

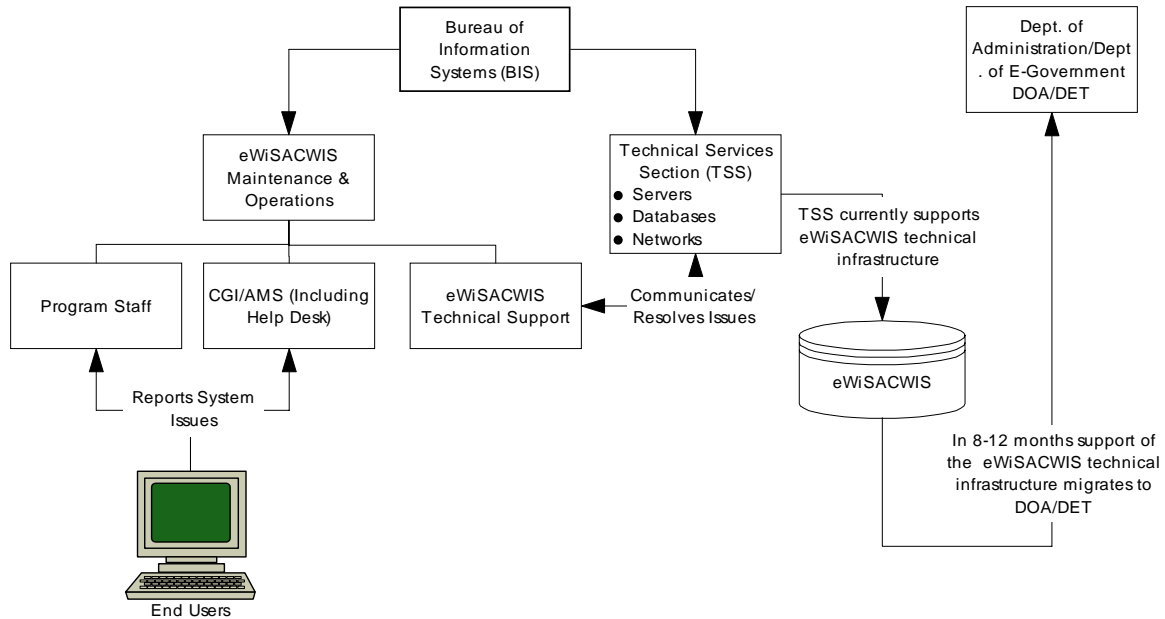
- Issue is identified by end users, eWiSACWIS Maintenance & Operations and/or Technical Services Section (TSS).
  - Issues can be communicated via telephone and email.
  - Some counties have a process in place where a designated person acts as a liaison with the State, so that everyone is not contacting the State about the same issue.
- Issue is investigated and verified.
- Source of the issue is identified.
- Solution and timeline are identified.
  - If solution will take two hours or less, communication is posted on eWiSACWIS desktop.
  - If solution will take longer than two hours, communication is delivered via email. Emailing users takes two to three hours to complete because the message must be staged to avoid spam filters.
  - Emails to a smaller group of county staff can be initiated without encountering the spam issue.
- All 4000 active users receive emails regardless of usage levels.

Counties respond to system outages by:

- Calling or emailing the State if they identify an issue.
- Working to confirm if the issue is a county or state problem.
- Informing staff that there is an issue via email and word of mouth, with reminders to save work.

### **Considerations/Issues**

- There appears to be a general form of hub and spokes communication to distributing system outage information to front-line staff in the counties. Some counties have formalized the communication process more than others. In some counties, the technical staff communicates with managers and front-line staff. In other counties, individuals designated as county contacts act as a distribution point for system outage information.
- The Help Desk is a focal point for calls coming in about system issues.
- Email messages from the state are often missed or disregarded by front-line users.
- System outages have a significant impact on front-line workers:
  - The system limits the ability of workers to save partially completed work, so workers schedule blocks of time to work on them. Some counties have designated a specific day of the week when all workers spend the day handling documents. If the time they have scheduled to work on documents is when the system goes down, workers are not able to get their work done and become frustrated.
  - There have been incidents where workers have lost data due to a system outage. While these situations are rare, they have caused significant worker frustration and lend credence to the perception that the system is unreliable and unstable.
  - Very few lost data incidents have been attributable to the state. (E.g. in Manitowoc, the Citrix platform is the cause of most technical problems).
  - There is a common perception that system outages are becoming much less frequent.
- Simply acknowledging that there is/was a system issue is perceived as positive. It helps build a level of trust.
- The readability of a sample of emails to system users indicates an average Flesch Reading Ease level of 33.61 and a Flesch-Kincaid Grade Level of 11.9.
- To date, no software issues have resulted in system down time; they have all been hardware-related issues.



- Server, database and network support for eWiSACWIS is currently provided by Technical Services Section (TSS), an organization within Bureau of Information Systems (BIS) (see diagram above). In the future support will be provided by Department of Administration/Department of Enterprise Technology (DOA/DET). The “distance” between those supporting the end users and those supporting the system will increase.

### Suggestions

- Continue using email as the primary communication vehicle to communicate system outages.
  - Continue to investigate ways to resolve the spamming issues when sending out mass emails.
  - Email messages should:
    - a. Identify the problem
    - b. Tell users what they need to do
    - c. Explain what will happen next
    - d. Offer help (e.g., for more information call...)
    - e. Provide reminder(s) of how to not lose data.
    - f. Have a Flesch Reading Ease score of 60-70 and a Flesch-Kincaid Grade Level of 7-8.
    - g. Be designated “high priority.”
    - h. Include an attention-getting subject line, such as “System Alert.” The font used in the subject line should be visually distinct if possible, such as using all caps or adding asterisks before and after the subject title.
- Continue placing outage information on the desktop.
  - Investigate the option of having an alert message pop up upon login.
- Establish an email list management strategy.
  - Review current list management approaches and arrive at a consistent process of adding/deleting list members.
  - Move towards a web-based approach of having users opt in/out of communications through a user preferences function within the application based on user roles and security. This function could include both required communication (e.g., workers and supervisors assigned to a specific case must be notified of certain activities) and optional

- communication (e.g., workers want to receive detailed technical information from the State).
- Leverage the credibility of county staff to enhance communication through a hub and spokes communication plan. In large part, this is occurring now. The following issues need to be considered when implementing or refining a hub and spokes communication process:
    - Some county IT staff may or may not be consistently passing the information along to end users.
    - County staff members may not be available to read the email and forward it to staff.
    - Consider multiple contacts at each site. One of the contacts could be an administrative staff person at the county. This position is typically always staffed.
  - As new communication technology becomes available consider their possible use. Ideas brought up during discussions included:
    - Instant messaging
    - Paging
    - County intercom system
    - Different networking alternatives

## System Generated Documents: Readability Assessment

During the site visits and the communication audit, county staff at all levels indicated that the system generated documents were a significant barrier in completing tasks in an efficient, effective way. Because they are a primary communication tool, system generated documents were evaluated to identify the issues that need to be resolved.

### Considerations/Issues

- County managers and workers discussed at length that the system generated documents were not being helpful to the primary recipients of the documents, clients and judges. There were many descriptions of work-around processes used to reformat the information before presenting it to clients and judges. Judges who had viewed the new format were frustrated by it.
- Document recipients state, "Just tell me what I need to know or do." The system generated documents are not meeting that need and in some cases may create confusion or tension between workers, clients and judges.
- County staff explained that clients find the documents confusing and frustrating. Workers routinely redirect clients to simplified versions of the information that they have created to clarify important information the clients needs to know.
- One county supervisor summarized the opinions of many who participated in the audit, explaining that the families they deal with are in crisis. They need something very simple and straightforward. Additionally a portion of the client base may have literacy issues or cognitive impairments. "They need something that they can post on their refrigerator, almost written in crayon."
- The document formats are not viewed as presenting a professional appearance or impression..

### Readability

A readability assessment was completed on five system generated documents including three family assessments and two case plans. Two readability measures were used to evaluate the documents: the Fry's Readability Index and the SMOG Index. These measures were chosen rather than the Flesch Reading Ease scale and Flesch-Kincaid Grade Level because the documents were not available in machine readable formats.

The readability ratings outlined below indicate that the documents are well above the reading levels for the general reading population. Targeted reading levels should be geared for grades six to eight grade.

Document	Fry's Readability Index			SMOG Index	
	Avg. No. of Sentences/ 100 Words	Avg. No. of Syllables/100 Words	Grade Level	No. of 3+ Syllable Words/30 Sentences	Grade Level
Family Assessment #1	6.6	185	College	68	11 <sup>th</sup> Grade
Family Assessment #2	5.6	189	College	106	College
Family Assessment #3	5.5	171	College	94	College
Case Plan #1	14.6	198	College	70	11 <sup>th</sup> Grade

Document	Fry's Readability Index			SMOG Index	
	Avg. No. of Sentences/100 Words	Avg. No. of Syllables/100 Words	Grade Level	No. of 3+ Syllable Words/30 Sentences	Grade Level
Case Plan #2	18.8	194	College	67	11 <sup>th</sup> Grade

### Document Formatting

In addition to the reading level of a document, formatting affects the ability of targeted users to read a document. The following issues were identified as negatively impacting the readability of the documents:

- Document margins are one-quarter inch on the left and right sides. Top and bottom margins are three-quarters of an inch. Default margin settings in MS Word are 1.25 inches for the left and right margins, and one inch margins on the top and bottom.
- Multiple font types (Arial and Times Roman), font sizes and font styles (regular and bold) are used throughout the document.
- Text is densely packed on the page with little white space.
- The primary narrative is formatted in a single column that spans the width of an 8 ½ inch page. It can be difficult for readers to read an entire line and then move their eyes across the page and down one line to continue reading.
- The page sections are divided with lines and boxes that make reading the document difficult.
- Labels are left-justified and positioned nearly two inches away from the corresponding information.
- There are multiple margins in the document.
- The documents average six to eight pages in length.
- There is no table of contents or summary information that could help users understand what is contained in the document.
- There is no hierarchical formatting of the document. All information appears to have the same priority.
- Portions of the document that are blank cannot be removed from it. This adds to the size of the document and the confusion level.

### Suggestions

- Establish a process for evaluating and revising the system generated documents with the goal of creating documents that achieve their intended goals for their intended audiences.
  - State and county staff should be involved in the effort.
  - End users of the documents (clients and judges) should have input into the formatting of the documents.
- Identify the information required for all users group including regulatory, agencies, county staff, clients and judges.
- Establish document formats and readability levels to meet the needs of each user group.

## Communication Channel Analysis

Communication must be delivered through multiple channels to meet the diverse group of system users. Coordinating and leveraging the strengths of each channel will help support a comprehensive communication program and meet the needs of a very diverse user population.

Channel	Effective Uses of This Channel	To Enhance Effectiveness	Ineffective Uses of This Channel
Email	<ul style="list-style-type: none"> <li>System outage notices</li> <li>Help desk inquiries where documentation and screen captures help convey system issues/problems</li> <li>Information that may have value if forwarded to others</li> <li>Announcements that act as conduits for reference information (e.g., links to specific pages of the Knowledge Web)</li> <li>Communication of issues with a moderate level of time sensitivity to a broad base of users</li> <li>Rapidly communicating system issues to a smaller base of super users and county contacts</li> </ul>	<ul style="list-style-type: none"> <li>Investigate ways to send large batches of emails more efficiently</li> <li>For broadcast emails, format the message with "need-to-know" information first and "nice-to-know" information second.</li> <li>Messages should be written to meet Flesch Reading Ease (60-70) and Flesch-Kincaid Grade Levels (7-8)</li> <li>Seek ways to have emails come from local sources</li> <li>Ensure that Help Desk staff have all emails delivered to staff</li> </ul>	<ul style="list-style-type: none"> <li>Two-way, immediate communication on complex issues</li> </ul>
Help Desk	<ul style="list-style-type: none"> <li>Individual system inquiries</li> <li>Focal point for communicating system outages to users and system support staff</li> <li>New release support</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce with Help Desk staff the need to be aware of callers' technical level of expertise so that they can provide an effective response</li> </ul>	<ul style="list-style-type: none"> <li>Policy training</li> <li>Ongoing communication</li> </ul>
Knowledge Web	<ul style="list-style-type: none"> <li>Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the ease of use of the site so that it supports front-line users as well as super users</li> </ul>	<ul style="list-style-type: none"> <li>Two-way, immediate communication on complex issues</li> <li>Time-sensitive information</li> </ul>
County Liaisons	<ul style="list-style-type: none"> <li>Face-to-face training</li> <li>Ongoing communication with counties to support a working partnership between state and</li> </ul>	<ul style="list-style-type: none"> <li>Consider providing additional technical tools to support their efforts (e.g., tools that would allow liaison and county personnel</li> </ul>	<ul style="list-style-type: none"> <li>Mass communication</li> </ul>

Channel	Effective Uses of This Channel	To Enhance Effectiveness	Ineffective Uses of This Channel
	<p>county staff</p> <ul style="list-style-type: none"> <li>▪ Immediate issues that require telephone calls to selected staff</li> </ul>	<p>to view a system session simultaneously to resolve an issue)</p>	
Peers, Super Users, County Contacts & Supervisors	<ul style="list-style-type: none"> <li>▪ Day-to-day training</li> <li>▪ Day-to-day problem-solving</li> <li>▪ Hub and spokes point person for interaction with state staff</li> <li>▪ Practical problem-solving with front-line staff</li> <li>▪ Initial new user training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider training for super users</li> <li>▪ Consider using super users and county contacts to be involved in developing the Release Notes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time-sensitive information since staff may be away from their desks.</li> <li>▪ Sole source of system training</li> </ul>



## **Supplementary Information**

The information on the following pages was gathered during the course of the Communication Audit and supports the findings.

## Communication Audit Participants

### County Management & IT Discussion Participants

County	Contact
Calumet County	Kevin Brennan
Eau Claire County	Jamie Sorenson
Florence County	Bob Macaux
Manitowoc County	
Marathon County	Tom Buttner & Julie Jensen
Marquette County	Jim Betul & Ann Saarinen
Pierce County	Reggie Bicha & Supervisor
Polk County	
Waukesha County	

### Communication Audit Workshop Participants

County/Department	Participant
Columbia County HHS	Gretchen Halvorsen
Dodge County	Melanie Macdonald
Door Co DSS	Roger Tepe
eWiSACWIS Team	Chris Partridge
eWiSACWIS Team	Jason Wutt
eWiSACWIS Team	Jeff Radecki
eWiSACWIS Team	Steph Tarnutizer
Fond du Lac Co DSS	Jill Main
Forest County DSS	Marge Durant
Jackson Co	Donica Bryns
Jefferson Co HSD	Barb Mottl
Kewaunee County DHS	Bob Mattice
Menominee County	Ludene Smith
Racine Co HSD	Jim Luther
Rusk County HHS	Sue Hendricks
Vilas Co SSD	Karin Schmidt
Waushara Co DHS	Dawn Bucholz
Winnebago Co DHS	Ginnie Sherer
Wood Co	Chris Hanten

### State Communication Audit Participants

County/Department	Participant
eWiSACWIS Maintenance & Operations	Joyce Rose
eWiSACWIS Maintenance & Operations	Beth Wydeven
eWiSACWIS Maintenance & Operations	Steven McDowell
CGI/AMS	Amy Johnson

## Communication Workshop User Profiles

### Position (Title):

Alias	Position
1	Project Analyst
2	Program and Planning Analyst
3	Supervisor Child Family Services
4	Child Welfare Coordinator
5	Fiscal and Support Staff Supervisor
6	Program Manager
7	Accountant
8	Supervisor of Child and Family Services
9	Program Manager—Children and Family Services
10	Business Office Coordinator
11	Supervisor
12	Social Worker—Lead Worker
13	Programmer/Analyst
14	Program Analyst--eWiSACWIS
15	Program and Policy Analyst—eWiSACWIS
16	Social Work Specialist
17	Account Clerk
18	Administrative Assistant
19	Executive Secretary for Support Services Administration

### Primary job responsibilities:

Alias	Responsibilities
1	eWiSACWIS
2	eWiSACWIS Project Team
3	Supervise all Children's' Services, CPG and Juvenile Justice
4	Supervise Access and Social Work Assistant, eWiSACWIS support
5	Cost Reports, Program Payments, Program Tracking, Security
6	All CPS/CHIPS, Juvenile Justice, OHC
7	Financial Reporting, MH, A/R and A/P, Foster Care payments
8	Supervise CPS, Juvenile Justice, Foster Care, Access,
9	Supervise CAFÉ, Intake, Delinquency, Foster Care, Indep. Living
10	Supervise Support Staff
11	Case Supervisor, Community Outreach
12	Social Work, CPS
13	Application Development, Tech. Support of eWiSACWIS
14	Communicate with Counties, Template work, Reporting
15	Communicate with Counties, Training, Training Guides
16	Foster Care Coordinator, eWiSACWIS County Contact
17	EWISACWIS Provider, Payments, MA Referral
18	Finance
19	Secretary for Director, Supervise Staff, Record Release, Transportation

How much time do you spend on a computer each day (including email):

Alias	Less than 1 hour/day	1-3 hours/day	4-6 hours/day	More than 6 hours/day
1				X
2				X
3			X	
4			X	
5				X
6			X	
7			X	
8		Some Days	Some Days	
9				X
10			X	
11		X		
12			X	
13				X
14				X
15			X	
16				X
17				X
18		X		
19			X	

How much experience do you have using the following types of computers and computer devices?

Alias	Mac/Apple	PC or PC Compatible	Laptop Computer	Mainframe System	PDA
1	4 yr.	15 yr.	5 yr.	0	5 yr.
2	0	9 yr.	5 yr.	0	3 yr.
3	0	7 yr.	1 yr.	0	0
4	0	15 yr.	2 yr.	5 yr.	0
5	0	Yes	0	Yes	0
6	0	10 yr.	3 yr.	0	0
7	0	20 yr.	0	Little	0
8	Little	Much	Some	Much	0
9	0	9 yr.	0	0	0
10	0	10 yr.	10 yr.	3 yr.	0
11	0	15 yr.	0	2 yr.	0
12	0	5 yr.	Little	0	0
13	0	20 yr.	2 yr.	5 yr.	1yr.
14	0	15 yr.	7 yr.	0	0
15	0	12 yr.	6 yr.	8 yr.	0
16	Little	15 yr.	10 yr.	Little	Little
17	0	20 yr.	0	20 yr.	0
18	0	15 yr.	0	15 yr.	0
19	0	20 yr.	10 yr.	20 yr.	0

What tools do you use to get your job done? (Select all that apply)

Alias	Phone	Email	eWiSA CWIS- WIS	Mobile Phone	Word Proce- ssor	Face- to- Face	Admin Sppt	SME*	Trans- porta- tion	Other
1	X	X	X	X	X	X	X			
2	X	X	X	X	X	X	X	X	X	SME*
3	X	X	X	X	X	X	X	X		SME*
4	X	X	X	X	X	X	X			
5	X	X	X		X	X	X	X	X	
6	X	X	X	X	X	X	X	X	X	
7	X	X	X		X	X	X	X		Spread- sheets
8	X	X	X	X	X	X	X	X	X	
9	X	X	X	X	X	X	X	X		
10	X	X	X		X	X	X			
11	X	X	X	X	X	X	X	X		
12	X	X	X	X	X	X	X			
13	X	X			X	X				
14	X	X	X		X	X		X	X	
15	X	X	X	X	X	X	X	X	X	
16	X	X	X	X	X	X	X			Superiors Manuals
17	X	X	X		X	X	X			
18		X	X				X			
19	X	X	X	X	X	X	X		X	

\* SME = Subject Matter Expert

**Rank the importance of each tool for getting your job done.**

1=Critical

2=Important

3=Convenient but not necessary

Alias	Phone	Email	eWiSA CWIS- WIS	Mobile Phone	Word Proce- ssor	Face- to- Face	Admin Suppo rt	SME*	Trans- porta- tion	Other
1	1	1	1		1	1				
2	2	1	1	3	1	2	3			SME*
3	1	1	1	2	1	1	2	2		
4	1	1	1	3	2	2	2			
5	1	1	2		1	2	3	2	3	
6	1	3	2	3	1	1	2	1	1	
7	1	2	3	3	2	1	2	2	2	
8	1	1	1	2	1	1	1	1	1	
9	1	1	2	2	1	1	2	2		
10	2	1	2		1	1	1			
11	1	1	1		1		1			
12	1	1	1	2	1	1	3			
13	2	1			3	2				
14	2	1	1		2	1		1	2	
15	1	1	1	1	1	2	1	2	1	
16	1	1	1	3	2	1	3			Superiors Manuals
17	1	2	1		2	2	2			
18		1	1				2			
19	1	1	1	3	1	2	1		1	

\* SME = Subject Matter Expert

When you have a technical problem with a system that you use to get your job done, what do you do? (Select all that apply)

Alias	Contact Help Desk	Use tracking function?	Ask peer/co-worker	Experiment	Other
1			X	X	
2	X	Yes	X	X	
3	X	Yes		X	
4	X	No		X	Knowledge Web
5	X	No	X	X	
6	X	No	X	X	
7	X	Yes	X	X	
8	X		X	X	
9	X	No	X	X	
10	X	Yes	X	X	
11	X	Yes	X	X	
12	X	No	X	X	
13	X	No		X	
14					Help Desk
15	X	Yes	X	X	
16	X	Yes		X	Call Program Contact Knowledge Web
17	X	No	X	X	
18	X		X		
19	X	No		X	Call another County

## Release Notes Example

### Release Notes 9/26/05

As the September release date quickly approaches (9/26/05), there are a number of changes with this release that you may want to include in communication to your users. Please see the list below. If you need additional information about any of the areas, please let me know.

The actual notes should be posted to the Knowledge Center on 9/19/05. Below is a brief description of the major changes.

1. Tablet PC Change Order - Due to the changes that were made to the Tablet PC functionality including check-in/check-out processing, workers need to check in any work that has been checked out prior to the release **being deployed on September 23rd. Workers that do not check in their work, will not be able to check in their changes.**

2. Eligibility Determination Sign-off - new sign off of IV-E eligibility from Maximus to the state.

3. EFT processing - providers will be able to be paid with EFT processing (new Quick Reference Guide).

4. Case Notes - Case Notes will now identify who entered the case note and who dictated the case note (updated Quick Reference Guide).

5. Treatment Foster Home and Foster Homes - Workers will no longer be able to maintain Treatment Foster Homes and Licenses

6. Locking down duplicate providers if either a home or private provider record is changed to a type of "Duplicate" and has a status of "Inactive" there is a pop-up message warning the worker that if they save the provider record as a duplicate/inactive that they will not be able to reactivate that provider record in the future. If they continue then the home/private provider record will be frozen and remain in view only.

Changing a provider to duplicate/inactive should also automatically close out any open placement (out of home or in home) with this provider. An automated message should be sent to the worker assigned to the child's case to notify them that the provider record has been identified as a duplicate and the child's placement has been closed and needs to be re-created.

Also, when a provider record is set to duplicate/inactive this occurs all of the active service types for the provider record should also be set to "0" and inactive.

8. View Provider records from the Worker's expando - Supervisors will have the functionality of viewing Provider's records from the Workers expando on the supervisor's desktop.

9. Worker Search - Email and Active status displays.

10. Search Parent Agency - the 'Search for Parent Agency Only' checkbox will return all providers that are attached to the Parent Agency searched for.

11. Assignments - Supervisors will now have the flexibility to reassign a primary assignment to another worker and at the same time be able to change the type of the assignment (e.g. from JJ to CPS), or to reassign the primary assignment (both person and type) and retain the original as a secondary assignment.

12. Admin Review Notices - have been moved to the Planning Category on the Create Casework menu. The Admin Hearing Meeting window has now been deactivated.

13. Legal - TPR parent info - updated the "Applies To" field on the Legal Status page for the 3 TPR values only (Request for TPR, TR Vol. and TPR Invol.) so that "Child" is no longer an option. When a child is TPR'd we need to know which parent is TPR'd- we already know it applies technically to the child but the system needs the worker to record whether the TPR applies to the mother or father.

Flesch Reading Ease: 44.2 (For most standard documents, aim for a score of approximately 60 to 70.)

Flesch Kincaid Grade Level:12.0 (For most documents, aim for a score of approximately 7.0 to 8.0).



## Support Message Assessment & Suggested Revisions

Below are two messages communicating system issues that Evantage was asked to review for clarity and effectiveness. Current and revised versions of the messages are included.

### Writing Support Messages

System Messages should contain these elements:

1. Identify the problem
2. Tell users what they need to do
3. Explain what will happen next
4. Offer help

### Readability Levels

Reading levels can be measured in MS Word by toggling the “Show readability statistics” checkbox found in Tools>Spelling and Grammar>Options. The ratings will be displayed after doing a spell check.

There are two scores to consider:

- Flesch Reading Ease: Rates text on a 100-point scale; the higher the score, the easier it is to understand the document. For most standard documents, aim for a score of approximately 60 to 70.
- Flesch Kincaid Grade Level: Rates text on a U.S. school grade level. For example, a score of 8.0 means that an eighth grader can understand the document. For most documents, aim for a score of approximately 7.0 to 8.0.

### Message Review

#### Alert (Current Version)

The eWiSACWIS application is currently experiencing slower than normal response times due to undefined DHFS network infrastructure issues. DHFS technical staff is working on resolving this as quickly as possible.

While there are no reported eWiSACWIS application outages, please continue to use the system but remember to be diligent about saving work. We will update this message as new information becomes available

Flesch Reading Ease: 18.4  
Flesch Kincaid Grade Level 12.0

#### Alert (Revised Version)

Problem: The response time for eWiSACWIS is slower than normal today. We are looking into the problem and will solve it as quickly as possible.

What You Need to Do: Continue to use the system but remember to save work regularly.

Next Steps: We will update you again [add timeframe is possible] when we know more. Contact the help desk if you have additional problems with the system.

Flesch Reading Ease: 68.3  
Flesch Kincaid Grade Level: 6.9

All Clear (Current Version)

eWiSACWIS application response time has returned to normal. The DHFS infrastructure component causing the problem was identified and corrective action was taken. Please continue your normal daily activities in using eWiSACWIS. If you experience any problems, please call the help desk immediately. Thank you for your patience.

Flesch Reading Ease: 26.2  
Flesch Kincaid Grade Level 11.9

All Clear (Revised Version)

eWiSACWIS response time is now back normal. If you have any problems, please call the help desk. Thank you for your patience.

Flesch Reading Ease: 76.3  
Flesch Kincaid Grade Level 4.4

**Key:**  
S=Peers/Supervisors/Super Users  
HD=Help Desk  
M=Support materials (Knowledge Web, Web-Based Training)  
R=Reports

## Communication Workshop Comments

The information below was gathered during the communication workshops held at the September 2005 PAW/TAW and during interviews with county staff. This “raw” information was the basis for much of the findings and recommendations developed for the communication audit.

### Day-to-Day Inquiries

Comment	Channel	Current/ Ideal	Participant
The Help Desk is responsive; emails work best.	HD	Current	C.C.
Email questions to the Help Desk. Worker likes that they get a tracking number emailed back to them.	HD	Current	C.C.
Because of the way that workers have to contact the Help Desk, there may be times when workers end up playing tag with the Help Desk.	HD	Current	C.C.
Primary resource for day-to-day inquiries: Ask the Help Desk.	HD	Current	C.C.
The Help Desk is fantastic.	HD	Current	C.C.
Primary resource for day-to-day inquiries: Call the Help Desk.	HD	Current	C.W.
Call the Help Desk. <ul style="list-style-type: none"> <li>– Call or email.</li> <li>– Email allows users to explain the problem and often get a response back faster.</li> <li>– Email allows users to “complete” the inquiry and then move on to something else. Then, when they get a response (either email or phone call), they have a record of the issue to reference. It helps “organize myself”.</li> <li>– An email response from the Help Desk can easily be forwarded to others.</li> </ul>	HD	Current	C.W.
Help Desk calls are made to answer “How do I questions”.	HD	Current	C.W.
Users expect same-day turnaround on Help Desk inquiries.	HD	Current	C.W.
Help Desk staff and a county caller may be talking at different levels. This can be frustrating for users and Help Desk staff. <ul style="list-style-type: none"> <li>– Users may feel that they’re being blamed for the problem.</li> <li>– Help Desk staff may not understand the issue because of the way that the user described the problem (which may be inaccurate).</li> <li>– Some social workers need help translating the “tech talk” of Help Desk staff.</li> <li>– Recent changes have improved the effectiveness of the Help Desk. <ul style="list-style-type: none"> <li>– Call-backs are faster.</li> <li>– Communication (language issues) is better.</li> </ul> </li> </ul>	HD	Current	C.W.
When asked how users get their names removed from email lists, workers explained that	HD	Current	C.W.

Comment	Channel	Current/ Ideal	Participant
users must contact the Help Desk to opt out of emails.			
It would be nice to have specific Help Desk contact so that the workers and Help Desk staff could establish a relationship.	HD	Ideal	C.C.
Emails to Help Desk are answered promptly.	HD	Ideal	C.W.
It would be better if Help Desk response could be faster than same day turnaround.	HD	Ideal	C.W.
Quick Reference guides aren't used. – They are good for initial information. – Aren't detailed enough.	M	Current	C.C.
Quarterly updates of the Knowledge Web would be good.	M	Current	C.C.
Some workers find the Knowledge Web very helpful. "The Knowledge Web is my friend".	M	Current	C.W.
To resolve day-to-day inquiries some users hunt and peck through the Knowledge Web.	M	Current	C.W.
To resolve day-to-day inquiries the How Do I Guides are helpful.	M	Current	C.W.
To resolve day-to-day inquiries the Knowledge Web What's New is helpful.	M	Current	C.W.
The entry-level guides (Quick Reference Guides) are helpful.	M	Current	C.W.
The left-hand navigation on the Knowledge Web requires a user by "hovering" over menu options.	M	Current	C.W.
Some of the Knowledge Web information is dated.	M	Current	C.W.
Web-based training (WBT): – Some of the information is dated (a county liaison explained that the WBT has been recently updated). It was not clear if users were informed that the WBT has been updated. – Users return to WBT to review areas for day-to-day problem-solving.	M	Current	C.W.
Some counties have developed their own written procedures. – Users may print out a section and keep by computer. – Supervisors print out all of the procedures and put them in a binder as a reference. – New users print out what's needed for their particular job.	M	Current	C.W.
Knowledge Web can be very time-consuming to use in resolving a day-to-day inquiry because it is difficult to locate information on it.	M	Current	C.W.
Newly posted Knowledge Web information should be included on Desktop with links and displayed in a different color.	M	Current	C.W.
Daily Tips on the Knowledge Web would be helpful. This was done in the past, but was stopped because it became difficult to come up with new tips.	M	Ideal	C.W.
Quick Reference Guides need more screen shots.	M	Ideal	C.W.
Make it easier to find information on the Knowledge Web.	M	Ideal	C.W.

Comment	Channel	Current/ Ideal	Participant
Webcasts might be helpful to resolve day-to-day inquiries.	M	Ideal	C.W.
Offer a direct link to Template Mapping on the Knowledge Web home page.	M	Ideal	C.W.
Provide users the ability to print online help.	M	Ideal	C.W.
Include screen shots in the online help.	M	Ideal	C.W.
Supervisors are a primary source for resolving day-to-day inquiries.	S	Current	C.C.
Some users call someone they know at the State to resolve day-to-day inquiries.	S	Current	C.C.
Many users start by asking supervisor to resolve their day-to-day inquiries.	S	Current	C.C.
Users ask peers to resolve day-to-day inquiries.	S	Current	C.C.
Because we're social workers, we're people people. We would rather seek out people than research something online. The way that we deal with any issue is to naturally seek out peers. If that doesn't work then we find a super user and then we call the Help Desk. This is the same thing with practice issues. We don't spend time looking on the web.	S	Current	C.C.
Users walk to supervisor's office and ask them how to solve day-to-day inquiries.	S	Current	C.W.
Program Support is called when a user makes an error in the system.	S	Current	C.W.
Users start by asking a peer when they have day-to-day inquiries.	S	Current	C.W.
Some counties have a designated county "point person" who contacts program support either via phone or email. The decision to use contact the Help Desk via the phone or email depends on the immediacy of the situation.	S	Current	C.W.
Super users feel time-pressured between doing their work and supporting users.	S	Current	C.W.
Workers are more likely to read email from a county contact.	S	Current	C.W.
Super users suggested that the state do super user training.	S	Ideal	C.W.
Regularly scheduled onsite visits by program support staff help users solve some questions. It would be helpful if program staff could show users how to solve the problem on a screen large enough so a number of staff members can see it.	S	Ideal	C.W.
System support staff should send an email of known bugs outlining: <ul style="list-style-type: none"> <li>- The problem.</li> <li>- An estimated fix timeframe.</li> <li>- A workaround.</li> <li>- Post on the message section of the Desktop.</li> </ul>	S	Ideal	C.W.
Users would like a better understanding of who is included in emails.	S	Ideal	C.W.
County staff would like to have email message lists reviewed and updated.	S	Ideal	C.W.
The online help provided in the system doesn't help.		Current	C.C.
Something that is unique for smaller counties is that they have to know how to use more of the system rather than just a portion of it because their workers work across several		Current	C.C.

Comment	Channel	Current/ Ideal	Participant
functions/activities. – Smaller counties may only do a certain activity once a year. It's difficult to remember how to do it (e.g. delinquency templates). – It would help if it was easier to remember how to do certain things.			
When asked about the reports available in the system one worker made the comment, "I know the Dashboard exists, but the reports don't give me the information that I need."		Current	C.C.
When asked how long it takes to get users up to speed on the system one worker explained. "It takes two + years to become comfortable with the system."		Current	C.W.
County size is a factor in how much of the system users have to learn (the smaller the county, the more of the system a user has to know because they have multiple job responsibilities).		Current	C.W.
Online help doesn't help because it's written with a technical focus.		Current	C.W.
Would like an IM (Instant Message) system to get faster response from the Help Desk, but workers understand that is not allowed.		Ideal	C.C.
Include a link back to the associated online training on page level help page.		Ideal	C.C.
There should be an easier way to get to policy information.		Ideal	C.C.
When a worker has a question, it would be helpful if a worker could show a support person the screen where the question/problem is – a way for support staff to take over their system and solve the problem while the user watches, sort of like remote control.		Ideal	C.W.
It's hard for users to remember what got them to a certain error or page. Yet, that is what would be most helpful for support staff to understand how to help a user solve a problem. It was suggested that there be a "Read My Mind" button so that user actions could be reconstructed.		Ideal	C.W.

## Miscellaneous Comments

Comment	Channel	Current/ Ideal	Participant
County staff indicated that they are not confident of the data in the reports.		Current	C.C.
One county manager stated, "It's not really about communication." This comment was made to indicate that he thinks the issues with eWiSACWIS are related to social workers having to spend so much time "feeding" the system, rather than working with their clients. He feels that the level of communication he receives is adequate.		Current	C.C.
"There should be an "oops" button." This comment was made in regards to the difficulty involved in correcting information in eWiSACWIS. The system is not error tolerant.			

Comment	Channel	Current/ Ideal	Participant
"I understand that it's part of a government organization." The worker was acknowledging that a certain amount of reporting and bureaucracy inherent in government work.			
There should be a way to "contact the god" of eWiSACWIS. This comment was made in regards to trying to get errors corrected in the system.			
Some workers use MSWord to create portions of documents and then cut and paste them into eWiSACWIS. They find inputting and editing information directly into the system cumbersome.		Current	C.C.
One person described spell check in eWiSACWIS as "spell check with the devil." Some users have encountered problems with spell check, where they have lost a significant amount of work after using the spell check functionality.		Current	C.C.
"It's something I've learned to live with," was a comment (or similar comment) made by users explaining that there is an acceptance of eWiSACWIS and its idiosyncrasies.		Current	C.C.
Users want an easier way to send and solicit feedback on improving the system.		Current	C.C.
Supervisors would like a more flexible way to assign cases to workers.		Current	C.C.
Several county staff indicated that they would like to be able to include digital photos in eWiSACWIS as a way to effectively communicating information relevant to a case (e.g., the state of a household, bruises, etc.)		Current	C.C.
When users have policy questions unrelated to the system, it is difficult to get answers because there is no equivalent of the Help Desk for policy questions.		Current	C.C.
"eWiSACWIS is so unforgiving." This comment was made in regards to the difficulty involved in correcting information in eWiSACWIS. The system is not error tolerant.		Current	C.C.
"eWiSACWIS is the part of the job that has the least value." This comment indicates a level of frustration with portions of the system. While workers understand the need for an automated case management system, they don't see the day-to-day benefits of it in supporting their job responsibilities.		Current	C.C.
"The forms in the system are difficult to complete." This comment referred to the difficulties users encounter in filling out pages within the system.		Current	C.C.
"The system isn't helpful in terms of tracking people if they move across state lines; think about the number of counties in Wisconsin that border another state." This comment was made indicating a limitation of the system.		Current	C.C.
A concern was expressed by some county staff about the security of data on the tablets. "What would happen if you lost one of those things?" said a county worker.		Current	C.C.
"Using system is not a major frustration anymore. It was bad when people were losing work." Users explained that there was a general acceptance of eWiSACWIS at this time.		Current	C.C.

Comment	Channel	Current/ Ideal	Participant
"Spell check is a problem, but people now know that they have to save their work before spellchecking." This comment refers to the situation where some users have encountered problems with spell check and have lost a significant amount of work after using the spell check functionality.		Current	C.C.
"We've learned how to adapt to the system." This comment refers to users' general acceptance of eWiSACWIS at this time.		Current	C.C.
"It's very difficult that once you save case notes they can't be changed." This comment refers to the issue where once a user clicks the save button, the case notes are frozen and cannot be edited. This is problematic for users because the nature of their work is that workers are interrupted and have to switch tasks routinely.		Current	C.C.
There is confusion about what items are frozen when the save button is clicked. Users don't know what will be frozen once they save work. Some things are frozen and some things are not.		Current	C.C.
County staff indicated that the documents are very hard to read for judges and clients.	R	Current	C.C.
There is a perception among social workers feel that they've been turned into data entry clerks. This is counter to why they entered the field, which was to help families.		Current	C.C.
There is dual entry that takes place for legal documents. The courts enter information into a system and then workers have to turn around and re-enter the information into eWiSACWIS.	R	Current	C.C.
The added work that eWiSACWIS has placed on workers means that they have to limit the number of cases workers can handle.		Current	C.C.
Workers indicated that the Family Assessments are time-consuming to complete, yet the key information for them are the safety issues and conditions of return.		Current	C.C.
The way that the documents are formatted is difficult for everyone to understand; there are now two sets of conditions; one in the Permanency Plan and in the Court Report.	R	Current	C.C.
There is a perception that the system requires a lot of repetitive work.		Current	C.C.
Workers question the accuracy of the reports in the system because they are unsure where the information is derived from.		Current	C.C.
There is a high level of concern about the amount of time workers spend "feeding the system." The amount of time supervisors and workers said they spend feeding the system varied between 25 and 60 percent. Yet supervisors and workers feel that the outcomes will be on paper only; on positively affecting the families they work with.		Current	C.C.
The State does a great job communicating with managers and supervisors. The breakdown happens at the line worker level. – Workers rely on supervisors to inform staff through email and memos.		Current	C.C.



Comment	Channel	Current/ Ideal	Participant
One manager explained why eWiSACWIS has been challenging to learn and accept: "The system holds us accountable for documentation and that makes us uncomfortable. I have to manage my time differently. I can't have as much control over my work as in the past. It's rewarding to deal with a crisis. eWiSACWIS doesn't allow you to do that."		Current	C.C.
An import feature would make it possible for workers to create documents in MSWord and then add them to the system.		Ideal	C.C.
Allow the ability to save partial documents; currently you cannot save a partial document. This just doesn't accommodate the way that social workers need to work. "When a call comes in you have to react."		Ideal	C.C.
User suggested that there be an opt in/out option for emails, so those who are interested the technical aspects of the system can get it and those who don't need that level of information do not have to read through those types of emails.		Ideal	C.W.

## New Release

Comment	Channel	Current/ Ideal	Participant
Some county staff believe that there is too much information, so users don't pay attention to any of it.		Current	C.W.
User indicate that they seek out information that isn't immediately required "when I have time." They do not feel they have time to proactively seek out information.		Current	C.W.
Some county staff feels that there is little impact to front line workers when there is a new release.		Current	C.C.
County staff does not know who gets the information on new releases.		Current	C.C.
The issue that is of concern to some users is when a new release has a new data entry field on a page. "It's the little things that change, that are confusing".		Current	C.W.
Users do not want to be inundated with information about a new release. "Just tell us how to do it right and what to do."		Ideal	C.W.
County staff indicated that ideally, they could block off time to learn about new release.		Ideal	C.W.
Staff needs to believe eWiSACWIS is a tool to help them do their job.		Ideal	C.W.
County staff suggested that there be an easier version of the Release notes; "Not-so-technical" Release Notes.		Ideal	C.W.
Because of the significant impact that the changes made in the Permanency Plan have on the workers, it was suggested that they only make changes to the Permanency Plan once a year.		Ideal	C.C.

<b>Comment</b>	<b>Channel</b>	<b>Current/ Ideal</b>	<b>Participant</b>
Some workers have encountered language issues with Help Desk staff. The issue is getting better.	HD	Current	C.W.
It is difficult for some users who do not have a technical background to understand the answers provided by the Help Desk. They take the answers they get back to their supervisors, but they may not have all of the information because they don't know what they don't know.	HD	Current	C.W.
Help Desk will explain some of the changes in a new release if workers call. This is one way that workers find out about changes to the system.	HD	Current	C.C.
It would be helpful if a social worker could recognize when their call to the Help Desk leads to an enhancement. For instance if there was a status that included an ("Anticipated release date."	HD	Ideal	C.W.
Some workers avoid the Help Desk at all costs because they do not feel that they get the help they need. Their attitude is "If we're bleeding, we'd call."	HD	Ideal	C.W.
It would be helpful if the Help Desk staff would tell callers where on the Knowledge Web to find answer so that they would know where to look in the future.	M	Current	C.W.
Pre-Release Notes should include the top 10 big things that are new with screen shots. They should be distributed via email to county-designated contacts and then published on Knowledge Web.	M	Current	C.W.
Many people find that they learn best by doing and therefore the Knowledge Web is not a helpful tool.	M	Current	C.W.
New users added to email distribution list.	M	Current	C.W.
Many workers indicated that they should use the Knowledge Web, but don't have time.	M	Current	C.C.
Many workers expressed the feeling that Information emailed to them is too technical. It isn't useful.	M	Current	C.C.
Many workers are not satisfied with the information on the Knowledge Web because it is too in depth.	M	Current	C.C.
Going to the Knowledge Web is viewed as too time consuming when they are under time pressure. "When you're under a deadline, going to the Knowledge Web is just too time consuming."	M	Current	C.C.
Workers do not have time to use the Knowledge Web to review New Release information.	M	Current	C.C.
Some users do not find the information on the Knowledge Web relevant so they don't use it frequently. "There's not a lot there for me."	M	Current	C.C.
Workers are not sure how they get updates via email; sometimes they get them and sometimes they do not.	M	Current	C.W.

Comment	Channel	Current/ Ideal	Participant
Hands on demos would be a useful way to get information about New Releases. Users could see the changes before encountering them in the system.	M	Ideal	C.W.
The header on the Knowledge Web should describe what's new in the system.	M	Ideal	C.W.
Some counties specifically request demos or PowerPoints.	M	Ideal	C.W.
It would be helpful to get information about the new release based specifically to my job responsibilities.	M	Ideal	C.W.
There should be reminders in the desktop and in other communication to look at the Knowledge Web (including a link to the Knowledge Web).	M	Ideal	C.W.
Online demos would be a helpful way to learn about the new release.	M	Ideal	C.W.
The information should be very easy and give people just what they need and no more: "What's Next: Down and Dirty Instructions."	M	Ideal	C.W.
New Release information should show the screens that have changed.	M	Ideal	C.C.
When referring to a change, it would be helpful to include a date that the change was implemented because that is a way to locate information about the change in the Knowledge Web.	M	Ideal	C.C.
Do a Webcast about the upcoming changes.	M	Ideal	C.C.
Deliver CD of new release information to share at the county level.	M	Ideal	C.W.
The release notes should be no more than two pages of down and dirty, short and sweet highlights.	M	Ideal	C.W.
The new release communication should include: 1. Email to program contact prior to (approximately 2 weeks or as soon as Jeff gets them). 2. Posted on Knowledge Web. 3. County contacts sorts and sends to appropriate person ("Oh my gosh" emails).	M S	Ideal	C.W.
Allow county input into major system changes. Workers perceived that changes were made to the Permanency Plans, Judicial Review and Administrative Reviews and they did not have any input into them. "It has created a nightmare for us."	P	Current	C.C.
Coordinate the policy release with the system release. – Send policy release in October, then implement system changes for January and have training in between. – It is the responsibility of the county to train staff on the policy.	P	Current	C.C.
Workers feel that it is important that system changes be coordinated with policy changes. "When the technical and program changes get out of sync, things get confusing."	P	Current	C.W.
Place a link on the page in the system where a change is made to the corresponding policy change.	P	Ideal	C.C.

Comment	Channel	Current/ Ideal	Participant
Provide context for why the changes were made (e.g., give policy background information).	P	Ideal	C.C.
Provide corresponding program information that drives changes in the system.	P	Ideal	C.W.
Make the program effective date one week after the system changes so there is time to learn about the change.	P	Ideal	C.W.
County staff appreciates the briefings provided by county liaisons. "He was a social worker so he gets it."	S	Current	C.W.
County liaisons help county staff understand the release changes. "It helps to talk to a person."	S	Current	C.W.
New release information is distributed in staff meetings.	S	Current	C.W.
Some workers learn about changes through first-hand experience.	S	Current	C.C.
Hear about New Releases from county liaisons.	S	Current	C.C.
State staff comes and spends quality time with counties.	S	Ideal	C.W.
Suggested new release communication approach. 1. Short notification to county contact person from assigned eWiSACWIS staff, with where to get more information on Knowledge Web. 2. County contact person delivers information to staff. 3. Six month face-to-face visit (from eWiSACWIS staff). County staff emails issues before hand. Face-to-face could be more frequent if required.	S	Ideal	C.W.
Front-line workers learn about new releases at supervisor meetings (team meetings).	S	Ideal	C.W.
Because supervisors are the ones who often explain new release information it would be helpful if there were handouts to aid supervisors.	S	Ideal	C.W.
"We do just in time learning; what you need to know to get your job done right now."	S M	Current	C.C.
The PAW/TAWs are a good way to learn about upcoming changes.	T	Current	C.W.
The PAW/TAW means both a personal expense (time away from work) and department expense.	T	Current	C.C.
Some workers suggested that regional meetings be conducted where information such as that shared at the PAW/TAW is presented.	T	Ideal	C.W.

## New User

Comment	Channel	Current/ Ideal	Participant
Because of the way one county is configured, new users don't interact directly with the eWiSACWIS user interface.		Current	C.C.

Comment	Channel	Current/ Ideal	Participant
New users learn by trial & error method.		Current	C.C.
Recent college graduates come to their positions with more computer skills, so learning the system doesn't appear to be as much of an issue.		Current	C.C.
Workers without computer experience find the system confusing because of all of the windows that are opening up.		Current	C.C.
Haven't had any new users.		Current	C.C.
The toughest things for new users are the Document Formats, Family Assessments and Case Plans.		Current	C.C.
The best thing to do is hire someone who already knows the system.		Current	C.C.
Staff that are coming out of college are more comfortable using technology.		Current	C.C.
A new worker has more time to devote to learning before having a case load.		Current	C.W.
The system does not provide clear "What to do next" steps (e.g., once they complete an assessment users would like the system to tell them "what to do next.").		Current	C.W.
Are users paying attention? How is the best way to get information into the heads of users? – Short communication. – Highlights and key points.		Ideal	C.W.
Presentation is key; need to promote at all levels the benefits of the system – Social Workers need to see eWiSACWIS as a tool, not a separate component of the job. – Currently most see it as a chore, a burden, independent of their "real work".		Ideal	C.W.
Calling the Help Desk is fine; perceives that supervisors get better/faster response.	HD	Current	C.C.
Workers don't use the Help Desk because they don't get their questions answered.	HD	Current	C.C.
"I have the Help Desk number written in Sharpie." – It is easier to call than to email. – "Their 'bedside manner' is pretty good."	HD	Current	C.C.
We avoid the Help Desk because they talk over the workers' heads. – Workers don't know what book marking means. – Some workers don't know what right mouse clicking is. – Copy and pasting can be difficult to learn. – Help Desk staff get frustrated with workers because they're not tech savvy. – A typical Help Desk scenario is that a worker will call and ask a question and then simply say, "Okay, thank you." They'll hang up the telephone without getting their question answered because the Help Desk response was too technical. – The Help Desk is the last resort. – Everyone should feel helped, not just the computer people.	HD	Current	C.C.

Comment	Channel	Current/ Ideal	Participant
Manuals don't work.	M	Current	C.C.
On-line training is helpful.	M	Current	C.C.
On-line training isn't really relevant to many workers' jobs; workers can't find what they need in the web-based training.	M	Current	C.C.
Web-based training is helpful for new users.	M	Current	C.C.
For some counties Webcasts are not a viable option because they do not have the ability to view them and have to drive to view one.	M	Current	C.C.
The online training makes more sense once you have a family (hands-on experience).	M	Current	C.C.
Online training.	M	Current	C.C.
The How Do I Guides and Quick Reference Guides make more sense to super users, not end users.	M	Current	C.C.
Checklists (Quick Reference Guides) are helpful.	M	Current	C.W.
How Do I Guides are hard to copy; make more easily available.	M	Current	C.W.
External forces drive some limits on flexibility.	M	Current	C.W.
Task checklists are used infrequently.	M	Current	C.W.
Short videos on how to do a family assessment would be helpful for initial training and brush-up training too.	M	Ideal	C.C.
Try offering training via a Webcast.	M	Ideal	C.C.
There is too much information everywhere (Knowledge Web, Help). – Too many options. – Just tell us how to do it right.	M	Ideal	C.W.
Would like training after a period of time using the system.	M	Ideal	C.C.
System training should be incorporated into core social worker training.	M	Ideal	C.C.
Web-based training: – Good if updated. – Practical first step for new worker to get their feet wet. – Good starting point. – Allows supervisor the ability to keep worker learning, while s/he attends to other things. – Effectiveness depends on individual worker (i.e., their learning style and motivation). – Some users find web-based training is confusing.	M	Ideal	C.W.
Help new workers find the Knowledge Web (best after they have a little experience).	M	Ideal	C.W.
Offer demo accounts so that users can practice using the system without fear of making mistakes.	M	Ideal	C.W.
It is up to the individual to get trained on the system.	M S	Current	C.C.

Comment	Channel	Current/ Ideal	Participant
<ul style="list-style-type: none"> <li>– Knowledge Web.</li> <li>– Hook up with super user.</li> </ul>			
Don't see that policy and system questions are able to be separated. They need to be answered together along the way.	P	Current	C.C.
If people are right out of school, it would be better to have system training three months after they start. They need to understand the policy first.	P M	Ideal	C.C.
Twenty percent of a social workers' staff time is spent in eWiSACWIS.	S	Current	C.C.
DHFS staff visits are valuable. <ul style="list-style-type: none"> <li>– Schedule to maximize help to new users.</li> <li>– State staff understand both the technology and the program.</li> </ul>	S	Current	C.W.
Shadowing is a key tool in getting many workers trained on the system.	S	Current	C.C.
Workers tend to go to supervisors. If the supervisor can't answer the question, then the supervisor will call the Help Desk.	S	Current	C.C.
Super users should make themselves available to new user.	S	Current	C.C.
Mentoring within the agency is an effective way to train new users.	S	Current	C.C.
Ten to fifteen percent of a super user's time is spent helping users with eWiSACWIS.	S	Current	C.C.
Staff shadowing is a common way to train new users. <ul style="list-style-type: none"> <li>– The downside to shadowing is that a new worker may learn someone else's poor habits and not learn what is available.</li> </ul>	S	Current	C.C.
One on one with supervisor.	S	Current	C.W.
New users shadow and go to super users for assistance (some folks self-designate as super users).	S	Current	C.W.
Most people learn best through "hands-on" training.	S	Ideal	C.W.
Many learn by doing, not by reading.	S	Ideal	C.W.
Supervisors have to be responsible for assuring that information/help gets to the line workers.	S	Ideal	C.W.

Comment	Channel	Current/ Ideal	Participant
	S T	Ideal	C.W.
Classroom training would be the best.	T	Current	C.C.
Routine “tune-up” refresher courses would be helpful.	T	Current	C.C.
We have so few on staff that the delayed training (training after a worker is on staff for a while) doesn’t work.	T	Current	C.C.
Site visits for in-person training would be helpful after a user has experienced the system a bit.	T	Current	C.C.
Offer the option of a basic computer skills course for those workers who are not comfortable with computer basics.	T	Current	C.C.
Some counties follow a training protocol that they have developed.	T	Current	C.W.
Regional training would be a good way to train new users. – Effective, but difficult to deliver and schedule.	T	Current	C.W.
Some counties have developed workflows for system tasks (but workflows and manuals don't always fit learning styles of workers).	T	Current	C.W.
There needs to be policy training first and then system training.	T	Ideal	C.C.
Ideally there would be a five-day training program with hands-on training and situations.	T	Ideal	C.C.
Webcast training would be smarter from a budget perspective. It would limit the amount of travel time and expense for both the state and the counties.	T	Ideal	C.C.



Comment	Channel	Current/ Ideal	Participant
An online tutorial is not a forum for explaining policy. There should be a link in the tutorial to corresponding policy information.	T	Ideal	C.C.
Timing of training: Classroom training is best after workers' feet are wet.	T	Ideal	C.W.
Training 3-4 workers at once is more effective than simply training one.	T	Ideal	C.W.
Refresher training (delivered by county liaisons) with a flexible agenda (individualized to the needs of the trainees) is very helpful for county staff.	T	Ideal	C.W.
Refresher training (delivered by county liaisons) with a regional focus allows for sharing knowledge and experiences across counties.	T	Ideal	C.W.
Visits by state program staff (schedule one-on-ones) are helpful for refresher training.	T	Ideal	C.W.
One county schedules their computer lab for a period of time so workers can come in and fix problems with a local expert (e.g., tickler errors, AFCAR reports).	T	Ideal	C.W.
Involve social workers and social work supervisors directly in the PAW/TAW.	T	Ideal	C.W.
It helps to work through a system process while someone (a county liaison) is standing over your shoulders to help you.	T	Ideal	C.W.
One county blocks off time (e.g., Wed. 8-10 a.m.) for getting help/one-on-one training.	T	Ideal	C.W.
Offer refresher training quarterly on a regional basis.	T M	Ideal	C.C.
eWiSACWIS has a "P.R. problem". It's a lot better, but memories linger. And when someone loses a bunch of work, people get mad.	T P	Current	C.W.

## System Outage

Comment	Code	Current/ Ideal	Participant
Because of the way the county is configured, users can continue to use the system if eWiSACWIS goes down.		Current	C.C.
System outages are becoming more rare.		Current	C.C.
Workers understand that sometimes it is the county system that is down.		Current	C.C.
Users find out if the system is down by trying to get into it.		Current	C.C.
The tough thing about system outages is that if workers have reserved the afternoon to input information into the system, you can't get your work done.		Current	C.C.
Acknowledgement that there is an issue helps build good will.		Current	C.W.
System outage communication is a one-way process. This is fine. If the county has a question/problem, they'll initiate a call.		Current	C.W.
There is no auto-save of data in the system. So if the system goes down before you've saved		Current	C.W.

Comment	Code	Current/ Ideal	Participant
data, you lose it.			
Instant messaging would be a nice way of being notified that the system is down.		Ideal	C.C.
Announce outages via the county intercom.		Ideal	C.C.
Identify a way to contact county clerical staff because there is always someone in the office supporting that function.		Ideal	C.W.
Explain to users the most effective ways of not losing data: <ul style="list-style-type: none"> <li>– Don't close the browser.</li> <li>– Stop clicking.</li> <li>– Do a screen print and send it to eWiSACWIS staff for help.</li> </ul>		Ideal	C.W.
County contact will call Help Desk. <ul style="list-style-type: none"> <li>– Emails others in the agency.</li> <li>– Understands that this issue may be at the county level.</li> </ul>	HD	Current	C.C.
When the system goes down, we call the State. A single call is made so that the State doesn't get 30 calls from a county.	HD	Current	C.C.
Users want to know "How do I get it back?" if they have lost data. Provide instructions on how to recover lost data.	HD M	Current	C.W.
Many workers learn about a system outage when they receive an email.	M	Current	C.C.
The emails need to be very clear: <ul style="list-style-type: none"> <li>– Tell when the system will be back up.</li> <li>– Make the emails as timely as possible.</li> <li>– Make the emails short and easy to understand.</li> </ul>	M	Current	C.C.
County contacts often forward the email from the State to the rest of the staff.	M	Current	C.C.
Many workers receive an email from the eWiSACWIS team when the system is down.	M	Current	C.C.
Notification of eWiSACWIS outages is fairly consistent with the way the county outages are handled (that's good).	M	Current	C.C.
It may not work to send notification to a smaller group, because those individuals may be away from their desk and not able to notify others in the county.	M	Current	C.C.
System outage emails should contain: <ol style="list-style-type: none"> <li>1. The state is working on it.</li> <li>2. When the system will be back up.</li> <li>3. At most one sentence explaining the technical reasons behind the outage. Better yet, just a statement that if user wants more detail to contact...</li> <li>4. Email should go to county contacts (super users). This could be problematic if contacts are away from the office.</li> </ol>	M	Current	C.W.

Comment	Code	Current/ Ideal	Participant
Use a pop-up box during login that the system is down.	M	Ideal	C.C.
Email the county email address. Clerical staff would see the message and forward to staff. That position is always staffed.	M	Ideal	C.C.
In the email tell me what I need to do and when I can access it again.	M	Ideal	C.C.
Make the email high priority.	M	Ideal	C.W.
Make the email a different color (red).	M	Ideal	C.W.
Use the word "Alert" in the subject line.	M	Ideal	C.W.
Communicate status: <ul style="list-style-type: none"> <li>Announcements (via county intercom systems).</li> <li>Emails.</li> <li>Word of mouth.</li> </ul>	M	Ideal	C.W.
When there is a system outage, some workers first contact the local technical person and try to identify if it is a local versus an eWiSACWIS/WisNET issue.	S	Current	C.W.
Many workers learn that the system is down through word of mouth.	S	Current	C.W.

## Sample Email Messages to eWiSACWIS Users

From: WiSACWIS [WiSACWIS\_Test@dhfs.state.wi.us]  
Sent: Friday, November 21, 2003 11:15 AM  
To: [All Users]  
Subject: Permanency Plan Template Update

Attachments: 12-10-03update\_perm\_plan\_template\_1.doc

The Permanency Plan template will be updated in the December 10, 2003 release. The updates include new fields as well as improved functionality. Please see the attached document, which outlines the specific updates that will be included in this new version.

In preparation for eWiSACWIS release 1.2.4 on Wednesday, December 10th it is necessary to complete the following in eWiSACWIS prior to close of business on Tuesday, December 9th:

All Permanency Plans must have an approved status, which means both the worker and supervisor must approve them. If both the worker and supervisor do not approve a Permanency Plan by the close of business on Tuesday, December 9th, the system will automatically approve the Permanency Plan window and template for you.

Hint: If a new Permanency Plan can compliantly be created on/after the 10th of December, it is in the best systematic interest of the worker to do so.

Flesch Reading Ease: 42.6  
Flesch-Kincaid Reading Grade Level: 12.0

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### **eWiSACWIS Update Notice New Permanency Plan Template**

On December 10, 2003 a new Permanency Plan template will be added to eWiSACWIS.

#### **Summary of Changes**

All Pending Permanency Plans will be approved on December 9<sup>th</sup>.

Permanency Plans created prior to December 10<sup>th</sup> will not be available for copy-over. However, workers are able to copy and paste from the PP's created prior to December 10<sup>th</sup> into a new PP created after that date to minimize the impact of this change.

The new template is the new statewide version of the template. This includes new fields to capture some new data elements as well as more precise retrieval for existing fields. A summary of the major changes is provided below.

#### **Specific Changes**

The new template will have the following changes that should better serve workers in the Permanency Planning process:

1. The Name of Adoption Worker (if assigned) field will be modified to select Assigned Adoption workers with a Secondary or a Primary assignment. Currently only Primary Adoption workers are selected.
2. Date of last Permanency Plan Hearing will no longer allow future date on the Basic tab.
3. The Permanency Plan will now more accurately retrieve the Date TPR Filed on the ASFA Review tab. If multiple Legal Statuses exist, the system will pull the one with the earliest Date Filed/Served and not the earliest one created.
4. A new field for Guardian and Guardian Address will be available. This will prefill from the Guardian 1 field on the Additional Tab of the Child's Person Management window.
5. A checkbox will be added to the template next to each of the Date of Last Permanency Plan Review/Hearing fields that allow the workers to indicate that a response to these fields is not applicable, as in the instance of the first perm plan where neither has occurred, or the second perm plan where only the review has occurred.
6. Placements ended by the birthday batch process as well as any placement that was ended with the reason of "Placement Made in Error" will be excluded from prefilling in the Placement History section.
7. If a Placement has a Historical Provider, workers will be able to edit the Name and Address of the provider on the Permanency Plan template. Each time the template is opened this will prefill back to Historical Provider, so the last time the template opens (usually for supervisory approval), the name and address will have to be typed in. It should also be noted that if the Permanency Plan is copied over the information will also prefill back to Historical Provider as it is not possible to copy over the updated placement name and address from the previous Permanency Plan template.
8. Section 19 (Education) will have a checkbox that denotes that a child is not of school age.
9. The Father Is: field on the Basic tab of the Permanency Plan window will now allow for the selection of "Adoptive". This will prefill to the template.
10. Problems with the Child's Health Summary section copying over will be resolved.
11. Problems with the Immunization Information section copying over will be resolved.

Flesch Reading Ease: 47.1

Flesch-Kincaid Reading Grade Level: 11.6

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From: WiSACWIS [wisacwis\_test@dhfs.state.wi.us]

Sent: Wednesday, June 29, 2005 11:16 AM

To: [All Users]

Subject: eWiSACWIS - Continued Server Issues

We are continuing to experience problems with the eWiSACWIS servers.

The issue is being addressed with the highest priority. We apologize for the inconvenience and appreciate your continued patience as we work to resolve this issue.

Please note this email is automatically sent to all active eWiSACWIS users

Flesch Reading Ease: 41.9  
Flesch-Kincaid Reading Grade Level: 10.3

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From: WiSACWIS [wisacwis\_test@dhfs.state.wi.us]  
Sent: Tuesday, June 28, 2005 11:10 AM  
To: [All Users]  
Subject: eWiSACWIS - Important Notification

We are continuing to experience problems with the eWiSACWIS database servers. The issue is currently being addressed and is being given the highest priority. We apologize for the inconvenience and hope to have this issue resolved as soon as possible. Thank you for your patience, and please continue to contact the help desk with any questions or concerns.

Please do not reply to this email, the account is not monitored

Flesch Reading Ease: 49.1  
Flesch-Kincaid Reading Grade Level: 10.0

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From: WiSACWIS [wisacwis\_test@dhfs.state.wi.us]  
Sent: Friday, March 18, 2005 1:43 PM  
To: [All Users]  
Subject: eWiSACWIS Release 1.9 Update

The new release scheduled to be implemented the weekend of March 26th is being delayed until the weekend of April 9th. This release included the technical migration from Oracle 8i to 9i. Unfortunately, the hardware servers which host Oracle 9i are unstable. Thus, the eWiSACWIS management team believes the risk of failure is too high and we do not wish to put eWiSACWIS application availability at risk for our statewide users

Flesch Reading Ease: 33.4

Flesch-Kincaid Reading Grade Level: 12.0

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From: WiSACWIS [WiSACWIS\_Test@dhfs.state.wi.us]  
Sent: Friday, November 07, 2003 2:11 PM  
To: [All Users]  
Subject: Interim eWiSACWIS Release 11/9/03

An interim release of the eWiSACWIS application will occur on Sunday, November 9 during the standard maintenance window from 5am to 11am. The interim build will fix several identified problems in eWiSACWIS.

This does not affect users of client-server WiSACWIS.

eWiSACWIS will not be available between 5 and 11am on Sunday, 11/9/03.

Fixes being applied are:

- Incident 2550: Spell check functionality on large user entered fields not functioning correctly
- Incident 2618 : Permanency Plan template not pre-filling correctly
- Incident 2483 : Closing the last open assignment on a case

Flesch Reading Ease: 33.7  
Flesch-Kincaid Reading Grade Level: 11.8

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From: WiSACWIS [WiSACWIS\_Test@dhfs.state.wi.us]  
Sent: Monday, July 19, 2004 12:22 PM  
To: [All Users]  
Subject: Macro Error Messages

When opening or saving templates in eWiSACWIS, a message is displayed for some workers letting them know that their macro security certificate has expired. For those affected workers, please complete the following steps or contact the help desk for assistance:

1. Open MS Word
2. Click on tools>macro>security
3. Change setting to "Medium" and click OK.

After completing the above, when you click on "Close All/Return to eWiSACWIS", ensure that you click on "Enable Macros" when prompted as this is critical to ensure that you will be able to save your changes in the document. If you choose to "Disable Macros", you will not be able to save your work within the text template and should call the help desk to get further assistance with this.

Technical staff are currently working to resolve this issue.

Flesch Reading Ease: 54.1  
Flesch-Kincaid Reading Grade Level: 11.2

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From: WiSACWIS [wisacwis\_test@dhfs.state.wi.us]  
Sent: Thursday, June 30, 2005 4:39 PM  
To: [All Users]  
Subject: STATUS UPDATE - DHFS Infrastructure Supporting eWiSACWIS

With guarded optimism, we believe the root of the problems affecting eWiSACWIS application stability over the past 3 days have been resolved.

A consortium of vendors (Oracle, Microsoft and IBM) all participated in the problem resolution activities. Late last night, Oracle Corporation was finally able to identify and correct inconsistencies in the configuration of their commercial software. Today's transaction statistics confirm that there is high statewide utilization of the application without incident. While there was significant frustration among us all who either directly use or are in any way associated with this application, we again extend our apologies and sincerely thank you for your cooperation and patience

Flesch Reading Ease: 8.7  
Flesch-Kincaid Reading Grade Level: 12.0

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From: WiSACWIS [WiSACWIS\_Test@dhfs.state.wi.us]  
Sent: Friday, October 17, 2003 8:54 AM  
To: [All Users]  
Subject: WiSACWIS 3.11, eWiSACWIS 1.2 Scheduled Maintenance Outage

The WiSACWIS application will be unavailable beginning 5:00 PM Friday, October 24 for scheduled maintenance. Please be sure to log out of WiSACWIS before that time or you will lose unsaved data. The WiSACWIS application will be restored to service as soon as maintenance has been performed and application functionality has been verified, estimated availability is 11:00 PM Friday, October 24.

Standard nightly processing, including financial processing, will not be run on Friday, October 24. Reports normally received on Monday will be received on Tuesday, October 28.

Pre-Release Notes describing modifications to WiSACWIS functionality can be found on the WiSACWIS KnowledgeWeb at the following URL.

[http://apps.dhfs.state.wi.us/wisacwis/Knowledge\\_Web/Helpdesk/maintenance\\_release/maintenance\\_releases.htm](http://apps.dhfs.state.wi.us/wisacwis/Knowledge_Web/Helpdesk/maintenance_release/maintenance_releases.htm)

This page provides information about the maintenance release schedule as well as information related to incidents, enhancements, and system changes included within each maintenance release.

Flesch Reading Ease: 12.2  
Flesch-Kincaid Reading Grade Level: 12.0

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From: WiSACWIS [WiSACWIS\_Test@dhfs.state.wi.us]  
Sent: Friday, October 24, 2003 11:09 AM  
To: [All Users]  
Subject: WiSACWIS Scheduled Maintenance Outage

Importance: High

\*\* High Priority \*\*



The WiSACWIS application will be unavailable beginning 5:00 PM today Friday, October 24 due to scheduled maintenance. Please be sure to log out of WiSACWIS before that time or you will lose unsaved data. The WiSACWIS application will be restored to service as soon as maintenance has been performed and application functionality has been verified, estimated availability is 11:00 PM Friday, October 24.

Standard nightly processing, including financial processing, will not be run on Friday, October 24. Reports normally received on Monday will be received on Tuesday, October 28.

Release notes describing modifications to WiSACWIS functionality can be found on the WiSACWIS KnowledgeWeb at the following URL.

[http://apps.dhfs.state.wi.us/wisacwis/Knowledge\\_Web/Helpdesk/maintenance\\_release/maintenance\\_releases.htm](http://apps.dhfs.state.wi.us/wisacwis/Knowledge_Web/Helpdesk/maintenance_release/maintenance_releases.htm)

This page provides information about the maintenance release schedule as well as information related to incidents, enhancements, and system changes included within each maintenance release.

Flesch Reading Ease: 13.3

Flesch-Kincaid Reading Grade Level: 12.0